

Overarching Theme							
1. NHLI and Athena SWAN							
NHLI can only achieve its Athena SWAN strategy if all staff and students understand the background, issues and benefits of the Athena SWAN charter and NHLI's Action Plan. Furthermore, it will only be successful if all staff and students feel they are contributing and benefitting							
Objective	Action	Action Plan	Responsibility	Timeline	Planned impact	Measure of success	
1.1. NHLI staff and students understand the benefits and purpose of the Athena SWAN Charter	1.1.1	Regularly publicise where gender issues still lie within NHLI, College, national and international level	2014	Head of Institute, Institute Lead for Women, Communications and Events Administrator, Research Manager, SAT Lead (Anna Randi)	February 2014 - NHLI Newsletter Hol letter. This will be followed by regular updates within the newly created Athena section of the NHLI Newsletter (Action 1.2.1)	Increased awareness of gender issues and increased engagement with the Action Plan	Increasing attendance at Athena Workshops and participation in Athena-specific events. Current attendance can be as low as 10% of different grades - aim for either increased attendance or increased provision of feedback; acknowledging that timings of events or workshops are not always convenient. Increased spontaneous feedback or suggestions for Actions; as these are usually resulting from direct interactions with SAT (e.g. Workshop, Surveys, etc)
	1.1.2.	Q&A Meetings with NHLI postdocs and research students	2014	Institute Lead for Women, Director of Postgraduate Studies, Institute Lead for Postdocs, Student Committee, Postdoc Committee, Communications and Events Administrator; Research Manager	March 2014 - Q&A sessions held at South Kensington (~20 attendees) and Hammersmith (~7 attendees) Campuses. Intention to hold these at least annually depending on feedback received from attendees. Follow-up survey with attendees May 2014; with feedback provided at SAT's June 2014 meeting	Increased awareness of gender issues and increased engagement with the Action Plan from postdocs and research students who remain our most difficult target group for all NHLI activities, not solely Athena.	Increased attendance at the Q&A sessions and increased engagement with Actions specific to postdocs and research students.
	1.1.3.	Dissemination of Section Case Studies	2014	SAT, Heads of Section, NHLI Staff and Students, Communications and Events Administrator	February 2014 - Collation of at least one Case Study per Section for the NHLI Application. July 2014 - Dissemination of case studies within the Sections and uploading on Section websites	Staff and students are able to relate to NHLI's Action Plan and identify its impact by understanding how it has benefited one of their direct colleagues	Increased engagement with the Athena process from staff and students throughout all sections.
	1.1.4.	Information poster display stands with targeted data and action plans and opportunities at undergraduate, postgraduate and postdoctoral events	2014	Director of Teaching, Director of Postgraduate Studies, Institute Lead for Postdocs, Student Committees, Postdoc Committee, Institute Lead for Women, Communications and Events Administrator, Research Manager	June 2014 - Postgraduate Research Day (held annually) December 2014 - Postdoc Day (held every two years) February 2015 - UG BSc Project Fair (Held annually)	Direct interaction with key groups; raising the target group's awareness of issues and opportunities	Increased understanding of the issues relating to each grouping, increased participation in the specific Actions relating to each grouping.
1.2. NHLI staff and students are able to access up-to-date information on Athena activities	1.2.1.	Featured item in NHLI Newsletter	2014	Communications and Events Administrator, SAT Leads, Institute Lead for Women	NHLI's Athena's aims have featured regularly as part of the Hol letter in the monthly NHLI Newsletter, however from July 2014 onwards, Athena will have a regular slot	Greater understanding of the Athena Aims and NHLI Action Plan and greater engagement with all staff and students	Greater awareness of Athena activities, measured through staff surveys or uptake of specific activities

		1.2.2.	Regular updates on NHLI's website of Athena activities, case studies, including links to College guidance	2014	Communications and Events Administrator, Research Manager	Summer 2014 to coincide with College's re-structuring of its website	Greater understanding of the Athena Aims and NHLI Action Plan and greater engagement with all staff and students	Increased participation in Athena activities as well as increasing website hits.
		1.2.3.	NHLI Athena Annual Report	2009 (4.1.3)	Institute Lead for Women; Research Manager; Communications and Events Administrator	2009's Action Plan indicated that we would put together an Athena Annual Report with the first one planned for summer 2010. Further discussion with staff and students led us to close this action as feedback indicated that regular updates via email, SAT or the website would be of better value	N/A Discontinued	N/A Discontinued
1.3.	NHLI staff and students know who to contact regarding NHLI and College Athena activities and approach NHLI's SAT with ease and in confidence if necessary	1.3.1.	SAT members report back to their Sections during Section Meetings under the Athena Agenda items	2014	SAT	Established and ongoing	Increased engagement from Staff and Students and provision of Section specific feedback to the SAT	100% of section minutes include updates on Athena Activities; verified via the Management Advisory Committee
		1.3.2.	SAT members regularly interact with their section to gather information on dissemination of information throughout NHLI	2012 (1.8)	SAT	July 2013 saw the first recorded information gathering following the Head of Institute meetings Ongoing	Understanding whether information is being circulated throughout the Institute.	SAT members confirm that information dissemination is occurring, regardless of the Section
		1.3.3.	SAT is representative of NHLI - regardless of geography, gender, scientific background, professional profiles and seniority	2009 & 2014	SAT	Although not specifically recorded as an Action Plan item in 2009, NHLI have always ensured that SAT is representative of its constituents	Acquisition of a fair and diverse view of NHLI's issues and students and staff have a variety of individuals they can approach should they wish to.	NHLI Students and Staff know who their SAT representatives are (Survey)

#### Overarching Theme

#### 2. Organisation and Culture

Ensuring an organisational structure which encompasses the Athena Charter. Creating an NHLI culture which is supportive and inclusive

Objective	Action	Action Plan	Responsibility	Timeline	Planned impact	Measure of success
2.1. NHLI has clear, inclusive and accessible Institute leadership	2.1.1. Hol interaction with staff and students via the Head of Institute Letter in monthly NHLI Newsletter	2014	Head of Institute, Communications and Events Administrator	September 2007: Launch of monthly NHLI Newsletter circulated to all staff and students. 2011: College Staff Survey 2014: College Staff Survey; results pending 2015: Newsletter Survey; every two years unless College Survey	Breakdown geographical issues throughout NHLI and ensure dissemination of information is all-inclusive. Letter from the Hol carries a strong messages such as Athena, REF, career development and annual professional reviews, congratulatory messages and an annual welcome to students	Newsletter Survey  The College's 2011 staff survey showed that 74% of NHLI respondents felt that they were kept well informed of news and events occurring in the department. 63% of respondents also felt that news emails from NHLI were a useful way of keeping informed of College news and events - in comparison to 57% at Faculty level and 59% at College level. College Staff Survey 2014 was in March 2014 and will provide up-to-date information.

		2.1.2.	Hol interaction with staff and students via annual Hol Open Meeting at each location	2014	Head of Institute, Institute Manager, Research Manager	November 2008: First Hol Open meeting at Brompton Campus, run annually thereafter July 2013: Following feedback, first Hol Open meeting at two campuses. SAT was tasked with asking a student, postdoc, academic and administrator who didn't attend the reasons why. These were collated for improvement of the event. July 2014: Following SAT feedback, first Hol open meeting at all campuses and locations (5)	The Head of Institute Open meeting is aimed at interaction with academic staff and for the latter to raise any issues they may have. The event is an opportunity for the Hol to provide staff with an overview of accomplishments, strategic plans and disseminate vision.	High attendance at each location, positive feedback and interactive Q&A session.
		2.1.3.	Increase visibility of online confidential Hol feedback form	2014	Research Manager, Communications and Events administrator, Head of Institute	November 2011: Creation of confidential online feedback form September 2014: Increase visibility of online feedback form following website re-structure	Establish a confidential opportunity for all staff and students to provide feedback to the Institute	Since setting up the website, we have only received a handful of submissions. Measure of success will be an increase use of the feedback form to inform Hol of issues or items of good practice.
2.2.	NHLI has a clear management structure including accountability and dissemination of information	2.2.1.	Implementation of Management Advisory Committee (MAC) with monthly meetings	2012 (5.1.1.)	Head of Institute, Institute Manager, Heads of Sections	September 2011: First MAC meeting held  Action completed	Establish a clear management structure	Action successful. MAC meets monthly; with minutes distributed.
		2.2.2.	Monitoring of regular Section Meetings, with minutes circulated to MAC	2014	Head of Institute, Communications and Events Administrator, SAT	Summer 2014: Review Section Minutes, frequency of meetings and notification timeframe of meetings  Review annually	Ensure Section meetings occur regularly and are planned sufficiently in advance to enable attendance of staff with flexible working or personal responsibilities.	By end 2014, 100% of Sections run regular meetings; with advance timetabling and with comprehensive minutes provided for MAC.
		2.2.3.	Head of Section role descriptor and its implementation	2012 (5.1.2.) 2012 (5.1.3.)	Institute Manager, Respiratory Operations Manager, Head of Institute, Heads of Sections	October 2013: Liaising with other College departments for HoS role descriptor examples January 2014: NHLI Draft HoS Role Descriptor March 2014: Dissemination and feedback from MAC April 2014: Finalisation and approval of HoS Role descriptor	Heads of Sections have a clear role description to enable to them lead their Section as part of the new management structure	Heads of Sections abide by role descriptor; discussion with Head of Institute during annual appraisal. 360 Review of HoS by Section academics (late 2015)
		2.2.4.	Ensure information is disseminated throughout the Sections	2012 (1.8)	Heads of Section, SAT	Ongoing	Ensure that all Staff and Students have access to the same information regardless of the Section they work in	SAT members confirm that information dissemination is occurring, regardless of the Section.

2.3.	Athena SWAN is integral to normal NHLI business	2.3.1.	Standing item at Institute meetings and relevant committees	2014	Head of Institute, Heads of Section, Director of Postgraduate Studies, Director of Teaching, Institute Lead for Postdocs, Student Committee, Postdoc Committee	June 2012: Standing item on MAC Agenda March 2013: Higher Degrees Committee July 2013: Student Committee August 2013: Postdoc Committee End 2014: Section meetings; Strategic Education Committee	Full integration of Athena in NHLI Business	All relevant committees to include Athena as standing item by end 2014. Meetings to include discussion on relevant progress - verified by minutes sent to MAC.
		2.3.2.	HoS role descriptor will include Athena - as above 2.2.3.	2012 (5.1.2.)	Institute Manager, Respiratory Operations Manager, Head of Institute, Heads of Sections	October 2013: Liaising with other College departments for HoS role descriptor examples January 2014: NHLI Draft HoS Role Descriptor March 2014: Dissemination and feedback from MAC April 2014: Finalisation and approval of HoS Role descriptor	Heads of Sections have a clear role description to enable them to lead their Section and any Athena Actions relevant to Sections	Increased Section Athena activities
2.4.	NHLI staff and students have access to regular Equality & Diversity and Bullying & Harassment workshops	2.4.1.	'Promoting Equality and Diversity' and 'Harassment – The Management Perspective' workshops available for all line managers**  **Specific 2014 action but mentioned in 2012 application	2014**	Head of Institute, Institute Manager, Communications and Events Administrator, Director of Postgraduate Studies, Director of Teaching, Research Manager; Heads of Section	2012: Encourage all staff to attend training 2013: Training becomes compulsory for certain levels November 2013: Workshops above College-provided ones set up to ensure we can fulfil our objective MAC: Training completed SAT: Training completed New members of MAC: Within three months of membership if not already undertaken New academics and career development fellows: Within 12 months of appointment Current academics and career development fellows: By end 2015. Other Staff: Strongly encouraged several times a year	All staff better understand the purpose, scope and business case for equal opportunities. Enable managers to: feel confident about managing claims of harassment, bullying, or victimisation; understand the law and how to best eliminate harassment; learn what organisational support mechanisms are available; and think about the ideal work environment for all in your department	100% of MAC trained - completed 100% of new MAC members attending within 3 months of joining MAC. 100% of current academic staff attending the workshops by end 2015. 38% of academics (based on 1 November 13 snapshot) have attended 100% of new academic staff and career development fellows attending within 12 months of appointment. 42% have currently attended
		2.4.2.	'Promoting Equality and Diversity' and 'Harassment – Confronting Inappropriate Behaviour' workshops available for all staff and students who do not line manage	2014	Head of Institute, Institute Manager, Communications and Events Administrator, Director of Postgraduate Studies, Director of Teaching, Research Manager; Heads of Section	November 2013: Workshops above College-provided ones set up locally within NHLI to ensure we can fulfil our objectives  2014 onwards: Regular encouragement from Head of Institute and Heads of Section for training	All staff better understand the purpose, scope and business case for equal opportunities. Enables staff to think about harassing or bullying behaviours, how it can affect performance and the overall working environment, how to tackle it head-on to prevent reoccurrence, and work to eliminate any form of discrimination in the team/department.	Year on year increase of non-academic staff attending as the training becomes integral to NHLI's culture.

2.5.	NHLI is an environment of constructive feedback	2.5.1.	NHLI encourages its staff and students to take part in surveys	2014	Head of Institute, Director of Teaching, Director of Postgraduate Studies, Institute Lead for Postdocs, Student Committees, Postdoc Committee, Institute Lead for Women, Communications and Events Administrator, Research Manager; Heads of Section	Ongoing, specific examples: 2013: PRES 2014: College staff survey 2014: SOLE	Increased uptake of surveys, thus increase feedback provided from staff and students to NHLI. Empower staff and students to voice their opinion and affect change.	Increased participation in surveys and aim for 70% return by 2017  PRES: 31.5% (2008); 34.8% (2011); 64% (2013) College staff survey: >40% (2011); 48% (2013) SOLE: 34% (spring 2012); 22% (Autumn 2012); 9% (spring 2013); 54% (autumn 2013)
		2.5.2.	Disseminate results and NHLI response via NHLI Newsletter, MAC, Hol Open Meetings, relevant committees	2014	Head of Institute, Director of Teaching, Director of Postgraduate Studies, Institute Lead for Postdocs, Student Committees, Postdoc Committee, Institute Lead for Women, Communications and Events Administrator, Research Manager; Heads of Section	Ongoing although without defined timelines  2014: Aim to disseminate feedback within a month of receiving survey results	Ensure staff and students taking part in surveys do not feel feedback go unacted upon (common issue raised during workshops).	Increased participation in surveys and aim for 60% return in three years
2.6.	NHLI recognises its geographical issues	2.6.1.	Setting up of a network of video-conferencing throughout NHLI to enable desk-interactions along with specific equipment in some meeting rooms	2014	Education Centre Co-ordinator (Sam Kiely)	October 2013: Survey needs and identify possible equipment and suitable meeting rooms May 2014: Demonstration June 2014: Purchase of equipment and service July 2014: Rolling out of video-conferencing	Increased attendance from staff and students unable to attend meetings due to location	High uptake of video-conferencing, in particular from cross-campus or those working flexibly in other locations
		2.6.2.	Organised communal transport for Institute events	2014	Communications and Events Administrator	Ongoing	Enable wider participation in events across campuses by reducing travelling time.	All events include registrations in advance for catering purposes - the percentage of cross-campus participation can be monitored and thus a measure of success would be Increased cross campus attendance at events.
		2.6.3.	Work with College for inter-campus transport	2014	SAT Lead (Tony Magee); College Provost (James Stirling)	January 2014: Follow up with College; feasibility study underway	Reduced cost and time to travel between campuses; ease of access to cross-campus meetings, networking events or research days	College implements an inter-campus transport system; increase in cross-campus staff attendance at events.
		2.6.4.	Geographical rotation of training, networking, management and scientific events	2014	Communications and Events Administrator, Learning and Development Centre, Research Managers, Director of Research and Development	Ongoing, specific examples:  March 2014: Mentoring workshops held both at Brompton and Hammersmith Campuses 2014: New Scientist Meeting held both at Brompton and Hammersmith Campuses 2014: Inaugural lectures held both at Brompton and South Kensington Campuses; with one possible at St Mary's Campus	Increase attendance at training per campus with less travelling required. Staff and students realise that NHLI is working towards helping them break down the barriers of a multi-campus Institute. Ensures fairness in travelling required by staff and students	High attendance at each location for each event. Success has so far been mixed with a couple of training events having to be cancelled due to low registrations. Review whether multi-campus issues is the main issue for training workshops.

2.7.	NHLI networking and social activities are accessible to all	2.7.1.	NHLI Christmas party is advertised in advance and free of charge from 2013 onwards. Coordination with local section parties to increase attendance	2014	Institute Manager, Communications and Events Administrator, Education Centre Co-ordinator; Heads of Section; Section Administrators	December 2013: Trial of free event; continue annually	Increased attendance from staff and students unable to attend the whole evening (e.g. other commitments, family commitments); increase networking opportunities	2013's event was sold out; expect sell out each year
		2.7.2.	Institute events are advertised with sufficient time for all to attend; including establishment of an NHLI SharePoint Calendar	2014	Communications and Events Administrator	NHLI Newsletter has included events since its inception. July 2014: SharePoint calendar launch	Enable staff to attend desired events or workshops; by allowing significant time to make provisions for clinical duties, childcare, flexible working, personal responsibilities or previously planned meetings.	Increased attendance at events as well as decreased incidence of conflicting commitments (e.g. Seminar Series, Annual lectures, conferences)
		2.7.3.	Inaugural lectures are recorded	2014	Communications and Events Administrator, Imperial Events Office, Education Centre Co-ordinator	April 2012: Video-recording available at South Kensington Campus July 2014: Video-recording available at Royal Brompton Campus	Maximising participation - staff will be able to watch lectures within their own timeframe - recognition of our geographical limitations.	Web viewing of recorded events will be monitored by web traffic monitors
2.8.	NHLI Professional achievements, successes and awards are celebrated widely	2.8.1.	Public Engagement Celebration Event	2014	Institute Lead for Outreach, Public Engagement Officer	First event planned 2015, annually thereafter	Recognition and celebration of the importance of participating in Outreach and Public Engagement activities; networking opportunity	Attendance at the celebration event; repeat outreach activities by first-timer staff and students; recognition that such activities are valued (Survey)
		2.8.2.	Celebrating Success Evening** **long-standing activity	2014**	Communications and Events Administrator, Head of Institute	2008: Launch of event; annually thereafter 2013: Publicising of event regularly and requesting information on prizes End 2014: Include on NHLI Website with photographs and details of celebrated staff	Recognition and highlighting achievements attained by all staff and students; networking opportunity	Guests include those who have been promoted, received grants or fellowships. Others include those that have won awards which we only know of if they inform us. Success can be measured by individuals and Heads of Sections informing us of all prizes awarded; thus ensuring invitation to the evening.  Staff and students feel valued in their achievements (Survey).
		2.8.3.	Teacher's Dinner** **long-standing activity recently changed	2014**	Director of Teaching; Senior Teaching Administrator	2005: Launch of Teachers' Dinner; held annually 2013: Change format to buffet-style event to accommodate more guests and be more inclusive	Recognition and celebration of the importance of teaching; including teaching support; networking opportunity	Attendance at the celebration event; repeat teaching activities by first-timer staff and students; recognition that such activities are valued (survey)

		2.8.4.	Postgraduate Research Day Evening Reception** **long-standing activity recently changed	2014**	Director of Postgraduate Studies; Postgraduate Administrator	2007: Launch of PGR Day; run annually at South Kensington Campus (Space restrictions) 2014: Hosting at Hammersmith Campus Ongoing: Encourage Postdocs and Supervisors to attend to network and celebrate with PGR Students	Day is an opportunity for all research students to present and receive feedback on these skills. Celebration of research student success (award of prizes). Celebration of NHLI Thesis Prize during the evening.  Opportunity for Postdocs and Supervisors to network together and with all research students.  Opportunity for new academics and career development fellows to get an overview of the research undertaken throughout NHLI and the calibre of students recruited.	Increased attendance by postdocs, supervisors, new academics and career development fellows.  Students feel valued in their achievements (Survey).
		2.8.5.	NHLI Newsletter Award Section** **long-standing activity	2014**	Communications and Events Administrator, Heads of Sections, NHLI Staff and Students	2007: Launch of NHLI Newsletter  Ongoing: staff and students encouraged by Head of Institute, Heads of Section and line managers to send details of their awards so that they are publicized.	Recognition and highlighting achievements attained by all staff and students	Staff and students feel valued in their achievements (Survey).
2.9.	Academic women are visible throughout NHLI, Imperial and externally	2.9.1.	Women Series (Newsletter Articles, lectures, podcasts)	2014	SAT Leads (Uta Griesenbach, Anna Randi, Vania Braga), Communications and Events Administrator, Research Manager	January 2014: Ideas sought, SAT Subgroup established May 2014: Set-up meeting following feedback and ideas September 2014: Planned activities; invitations; structures in place 2015: Launch of Women Series	Highlight positive female role models; increase visibility of women	Positive feedback from workshops Increased awareness of NHLI Athena activities Long term: Increased applications (students, academics) from female applicants
		2.9.2.	Targeting women for awards, including women specific awards	2014	SAT; Heads of Section; Science Committee	2013: Awards circulated to SAT 2014: First targeted award put forward Ongoing	Increase in awards won by NHLI female staff, reinforcing positive role models; increased visibility of NHLI Women	Positive feedback from surveys, women feeling valued Increased awareness of NHLI Athena activities Long term: Increased applications (students, academics) from female applicants
		2.9.3.	Take part in national and international women's events (International Women's Day, Ada Lovelace Day, etc.)	2014	SAT Lead	March 2014: Communication to NHLI regarding International Women's Day End 2014: Research events 2015: Investigate interest and possible interactions; launch scheme	Highlight women in society; women networking opportunities within NHLI, College and externally	Positive feedback from workshops Increased awareness of NHLI Athena activities Long term: Increased applications (students, academics) from female applicants
		2.9.4.	Regular photography shoots** **Part of 2009 Action Plan of increasing visibility of women overarching theme and mentioned in 2012 application	2009 (4.3.)	Research Manager, Communications and Events Administrator	July 2010: First official NHLI photography shoot  Occurring on a regular basis at least annually	Increase visibility of women in NHLI; ensure web imagery is up-to-date. Stocks of photographs for publications	Women in NHLI feeling valued (survey); website showing gender parity.

		2.9.5.	Encourage NHLI female staff visibility across College (e.g. Felix, FoM Newsletter, Reporter, etc.)	2014	SAT Leads (Uta Griesenbach, Anna Randi, Vania Braga), Communications and Events Administrator, Research Manager	January 2014: Ideas sought, SAT Subgroup established May 2014: Set-up meeting following feedback and ideas September 2014: Planned activities; invitations; structures in place 2015: Launch of Women Series	Highlight positive female role models; increase visibility of women	Positive feedback from workshops Increased awareness of NHLI Athena activities Long term: Increased applications (students, academics) from female applicants
		2.9.6.	Review gender parity of speakers and chairs at seminars, away days, etc in particular for events with external speakers.	2014	Communications and Events Administrator, SAT, Heads of Sections, Seminar organisers	December 2014: Census of 2014 activities; then annually January 2015: Feedback provided to organisers; then annually  Data provided to SAT and MAC	Gender balance for speakers at all internal events will provide positive role models for junior staff and increase opportunities for NHLI women to present their work and network  Ensure seminar organisers take positive action to ensure gender parity with external speakers. Help identify alternative speakers if needed.	Percentage of women in internal events equal to percentage of NHLI women.  If external speaker percentage low for women; increase percentage.
		2.9.7.	Encourage female staff to update their Professional Web Pages and provide technical and writing support for those who require it	2009 (4.3.)	Communications and Events Administrator, Institute Lead for Women; Heads of Section	Ongoing	Increased visibility of NHLI women externally	100% of academic women have an updated profile by end 2014  100% of new academic women have an updated profile within six months of them starting
		2.9.8.	Committee and Management Roles	2009 (4.2.)	Head of Institute; Institute Manager	Completed	Appropriate representation of women in senior roles and committees	Percentage of women on Committees and Senior Management roles is equal to percentage of women in NHLI.  2009: No Heads of Section were women 2013: 4 out of 13 Heads of Section were women
		2.9.9.	Invite female staff to sign up to the College's Expert Directory for media appearances and to join the GetSET database run by the UK Resource Centre for Women in SET (media appearances, public appointments, etc)	2009 (4.3.)	Institute Lead for Women; Heads of Section; SAT	Ongoing	Increased visibility of NHLI women externally	Increase in uptake of Expert Directory and GetSET database
2.10.	A Science Career at NHLI is compatible with personal responsibilities	2.10.1.	Parent and Carer profiles	2014	SAT Lead (Mark Paul-Clark)	2014: SAT Lead to review possibilities and invite staff to take part 2015: Launch of initiative	Change of culture; high visibility of a successful work-life environment	Web traffic Positive feedback from workshops Increased awareness of NHLI Athena activities  Long term: Increased applications (students, academics) from female applicants
		2.10.2.	Alternative Newsletter to include personal, family and non-work achievements and celebrations	2014	SAT Lead	2014: data gathering, including stories, images and how often to circulate. January 2015: Launch	Change of culture; high visibility of a successful work-life environment	High level of participation for inclusion in the newsletter; change of culture (survey)

		2.10.3.	Bring Your Child to Work Day (BYCTWD)	2014	SAT Leads; Communications and Events Administrator, Heads of Section, all staff	October 2013: Inaugural event; to be run annually with feedback and event success to be reviewed within a month of event	Change of culture, visual evidence that a scientific career is compatible with raising a family, provide role models for junior staff and students; introduce staff and students to public engagement in a comfortable environment (their colleagues)	Participation from all staff and students with children across campuses and sections. High participation as helpers were from all staff and students across campuses and sections. Maintain full support from Heads of Section. 100% of staff wishing to take part feeling encouraged to do so (survey).	

**Overarching Theme**

**3. Recruitment and Selection**

NHLI strives to recruit talented scientists nationally and internationally with the highest standards of equal opportunities

Objective	Action	Action Plan	Responsibility	Timeline	Planned impact	Measure of success
3.1. All Staff involved in recruitment and selection are appropriately trained	3.1.1. Staff who line manager are expected to attend the 'Promoting Equality and Diversity' workshop. Attendance is monitored.**  Same as Action 2.5.1 fulfilling a different objective	2014	Head of Institute, Institute Manager, Communications and Events Administrator, Director of Postgraduate Studies, Director of Teaching, Research Manager; Heads of Section	2012: Encourage all staff to attend training 2013: Training becomes compulsory for certain levels November 2013: Workshops above College-provided ones set up to ensure we can fulfil our objective MAC: Training completed SAT: Training completed New members of MAC: Within three months of membership if not already undertaken New academics and career development fellows: Within 12 months of appointment Current academics and career development fellows: By end 2015. Other Staff: Strongly encouraged several times a year	All staff better understand the purpose, scope and business case for equal opportunities. Enable managers to: feel confident about managing claims of harassment, bullying, or victimisation; understand the law and how to best eliminate harassment; learn what organisational support mechanisms are available; and think about the ideal work environment for all in your department	100% of MAC trained - completed 100% of new MAC members attending within 3 months of joining MAC. 100% of current academic staff attending the workshops by end 2015. 38% of academics (based on 1 November 13 snapshot) have attended 100% of new academic staff and career development fellows attending within 12 months of appointment. 42% have currently attended
	3.1.2. Staff who are line managers are expected to attend the 'Recruitment and Selection' workshop. Attendance is monitored.	2014	Head of Institute, Institute Manager, Divisional Managers, Section Administrators	Ongoing	Through a well-prepared job description and person specification, and a good recruitment, selection and induction process, managers can select from the best candidates and, when in post, new staff will be clearer about what is expected.	100% of new academic staff and career development fellows attending within 12 months of appointment.
3.2. NHLI PhD studentship recruitment is appropriate and fair and takes into consideration special circumstances	3.2.1. PhD recruitment monitoring form	2009 (1.2.)	Research Manager, Postgraduate Administrator, Director of Postgraduate Studies	NHLI-wide schemes: Completed 2014: Roll-out to individual studentships begun end 2014: Roll-out completed	Ensure no gender discrimination is occurring and identify studentship or environments which are not attracting equal applicants female: male	Equal gender parity in applications and shortlisting. As individual studentships only recruit one individual; yearly intake across studentships should show gender parity

		3.2.2.	Special circumstances that have affected grades are taken into consideration	2014	Research Manager, Postgraduate Administrator, Director of Postgraduate Studies; College Equality & Diversity Manager	2014: Discussion with College Equality & Diversity Manager 2015: Roll-out of scheme	Encourage applications from those whose grades might have been affected by personal circumstances (disability, caring responsibilities, illness)	Application and appointment of stellar scientists whose qualifications might have been affected by personal circumstances and wouldn't normally be shortlisted
		3.2.3.	Yearly NHLI PhD recruitment Open Day with possibility of virtual open day for overseas candidates (above the College's yearly Open Day)	2014	Research Manager, Postgraduate Administrator, Director of Postgraduate Studies	2014: Review requirements and possibilities 2015: Launch NHLI PGR Open Day, run annually thereafter 2015: Build virtual Open Day 2016: Launch virtual NHLI PGR Day	Increase in recruitment of PhD students	High attendance at Open Day with high conversion rate to applicants and offers
3.3.	NHLI enables recruitment of scientists with families	3.3.1.	NHLI's support for flexible working and case studies clearly visible	2014	Institute Manager, Research Manager	September 2014: Ensure website is updated following College restructure of website	Encourage applications from those with caring responsibilities and requiring flexible working	Survey to new staff members on reasons why they joined NHLI
		3.3.2.	NHLI provides an information pack on life and work in London; and moving to London with a family	2014	SAT Lead, Divisional Managers, Human Resources	2014: Review what is available; seek feedback from recent recruits 2015: Launch initiative.	Encourage applications from those with families, in particular from outside London	Increase in applications from women - particularly those with families; Survey to new staff members on reasons why they joined NHLI
3.4.	NHLI's female clinical academic data is comparable to or better than national data in NHLI's clinical specialities  *2009's overarching theme of 'Women in Clinical Academia' (1.1.) and Increase Recruitment of Female Scientists' (2.2.)	3.4.1.	Encourage girls to consider clinical research through public engagement with schools	2009 (2.2.1.)	Institute Lead for Outreach, Public Engagement Officer	Ongoing	Maintain gender parity of MBBS students	Long term increase in female clinicians in NHLI sciences (cardiology and respiratory)
		3.4.2.	Ensure high visibility of female role models in MBBS lectures and project supervision	2014	MBBS Year Leads; Director of Teaching	February 2014: initial discussion with Director of Teaching June 2014: Discussion with course leads and review current ratio of female: male lecturers and project leaders - Plan a timetable for action	High visibility of women during MBBS degree	Long term increase in female clinicians in NHLI sciences (cardiology and respiratory)
		3.4.3.	Monitor and increase participation of NHLI's cardiovascular and respiratory BSc's; investigate reasons for BSc chosen	2009 (2.2.2.)	Director of Teaching, BSc Course Directors	Ongoing 2014: Set up survey or workshop with BSc students	High visibility of women during MBBS degree; interaction of BSc students with NHLI female academics	Long term increase in female clinicians in NHLI sciences (cardiology and respiratory)
		3.4.4.	Integration of BSc students while at NHLI (welcome receptions, NHLI Newsletter, research events, including possible Undergraduate Research Presentation Day)	2014	BSc Course Directors, Communication and Events Administrator	Ongoing	Students have a positive research experience while undertaking their BSc within the Institute	NHLI BSc students return to NHLI during their clinical training to undertake a PhD
		3.4.5.	Yearly NHLI Clinical Research Fellow recruitment open evenings with possibility of virtual session for those outside of London	2009 (2.2.3.)	Research Manager, Director of Postgraduate Studies, Head of Research and Development	June 2009: NHLI Stand at the British Cardiovascular Society Conference December 2009: NHLI poster presentation at the British Thoracic Society Conference May 2011: First clinical recruitment evening March 2012: SpR Training Day – Clinical Academia  Ongoing	Increase female clinical research fellows applying to NHLI for PhDs	Increase in female clinical fellows - particularly fellows applying to NHLI who have attended an open evening;

3.4.6.	Tailored support for female clinical PhD students	2014	NHLI Tutors, Director of Postgraduate Studies, SAT Lead (Claire Raphael)	2014: Workshops with female clinical trainees to understand barriers and gauge career interests 2015: Develop a tailored support structure; incorporated into the postgraduate curriculum	Increased support for female clinical students to increase retention later in their career	Long term increase in female clinicians in NHLI sciences (cardiology and respiratory)
3.4.7.	Liaise with female clinicians who have not chosen a research career path	2014	NHLI Tutors, Director of Postgraduate Studies, SAT Lead (Claire Raphael)	2014: Research national data, build a picture of NHLI-associated clinicians not undertaking research 2015: Develop initiatives to gather national data in NHLI scientific areas 2016: Targeted actions to break down any potential barriers identified	Identify barriers and reasons for women not to undertake a clinical research career	Long term increase in female clinicians in NHLI sciences (cardiology and respiratory)
3.4.8.	Women in clinical academia day	2009 (2.2.4.)	Discontinued	Action disbanded into smaller components (above) to achieve better results following data gathering		

#### Overarching Theme

#### 4. Career Support Development

NHLI is the best place to develop my career

Objective	Action	Action Plan	Responsibility	Timeline	Planned impact	Measure of success	
4.1. NHLI's annual review process is thorough, regular and effective. NHLI Staff recognise it as a powerful and beneficial career development tool	4.1.1.	All line managers undertake their staff's annual appraisals, regularly, effectively and in a timely fashion. All NHLI staff are regularly encouraged and reminded to undertake these	2014	Head of Institute, Institute Manager, Section Administrators, Heads of Section, all staff	Regular encouragement from Head of Institute since his appointment (2011). Issues raised at MAC	Enhanced personal career planning, development and progression	100% Appraisal rate
	4.1.2.	Heads of Section must have undertaken their staff's appraisals prior to Head of Institute undertaking theirs	2012 (1.9)	Head of Institute, Heads of Sections	December 2013: Requirement launched December 2014: full compliance  Action completed	Ensure compliance of annual appraisal process	100% Appraisals of Head of Sections staff undertaken prior to their appraisal with Hol
	4.1.3.	Quality of appraisals is reviewed confidentially	2014	Head of Institute, Institute Manager, Learning and Development Centre, Research Manager	2014: Discussed at MAC 2015: Review with Learning and Development Centre January 2016: Launch first surveys on PRDP quality	Ensure appraisals are undertaken effectively and identify areas for improvement or training	Identify quality of appraisals, following which increase in quality year on year

		4.1.4.	Create a list of suggested subjects to cover for postdocs (e.g. courses, training, fellowships, etc.)	2014	Institute Lead for Postdocs, Postdoc committee; Postdoc Development Centre	December 2014: Discussion forum at NHLI Postdoc Day January 2015: Trial of list with volunteers November 2015: Implementation of list February 2016: Survey effectiveness and usefulness of list	Enhanced personal career planning, development and progression	Postdocs engaged with process; quality of appraisal increases; high percentage return following 2016 survey
		4.1.5.	Interim Professional Development Day	2009 (3.2)	Head of Institute, Institute Lead for Women, Institute Manager, College Learning and Development Centre; College Human Resources	NHLI had aimed to host the first of these days in October 2009. However, despite the interest for such a day within the Athena Workshops, after canvassing opinion, staff felt that this was not going to address the issues brought up as a result of poor take up of annual appraisal.  Action Discontinued	Supporting Academic staff career development while the mentoring scheme was being set up and while annual appraisal rates were low.	N/A Discontinued
4.2.	NHLI is confident that funding bodies recognise career breaks, parenting etc.	4.2.1.	Encourage fellowship applicants to make any career breaks clear on forms. Follow up with potential issues with funders - request data	2014	Head of Research and Development; Research Managers	Ongoing 2015: Approach main funders for data gathering	Ensure female applicants are as competitive as possible for fellowships and maximise their timelines for applications	Increased fellowship applications from female staff
		4.2.2.	Hol/NHLI provide strong support for special cases outside strict criteria	2014	Head of Institute, Head of Research Development; Heads of Sections; Research Managers	Ongoing	Encourage applications from applicants whose CVs might have been affected by personal circumstances	Increased fellowship applications from female staff
4.3.	NHLI staff are equally aware of the Academic Promotions process	4.3.1.	Increase Communication of the Promotion Process	2009 (2.1.)	Head of Institute, Institute Manager, Heads of Sections	Regular Institute wide staff communications regarding annual academic promotions round as well as discussion at MAC  Now integral to NHLI-wide communications  Action completed	All staff equally aware of academic promotion process	All staff equally aware of academic promotion process  Action completed
4.4.	NHLI supports its newly appointed academics and career development fellows	4.4.1.	Academic undertake two mid-probation reviews instead of the required one.	2014	Institute Manager, Line Managers, Academic Advisors	2013: Launch Ongoing	Increased support through career progression and process through probation	Successful completion of probations; few probation extensions, end of probation survey
		4.4.2.	Individual meeting with Hol	2012 (3.2.1)	Head of Institute	Meetings started 2012 and now arranged to occur within a month of person starting	Opportunity for Hol to meet each individual; feeling of belonging and value for the newcomer.	Feedback from newcomers 100% of meetings occurring shortly after start
		4.4.3.	Provide mentoring – see section 3.1. for career development fellows – for new academic appointments	2012 (3.2.6.)		Action incorporated into others		

		4.4.4.	Targeted time with web manager for web profile; Provide 1 hour slot with web manager to start professional and group web pages	2012 (3.2.3)	Communications and Events Administrator	April 2012 - appointment of Communications and Events Administrator Intention was to have Professional and group pages set up within 1 month of newcomer starting. Moved to 6 months due to newcomer preferences	Maximise start at NHLI and external profile	Website hits, new contacts through updated profile
		4.4.5.	Article in NHLI Newsletter for NHLI profile distribution	2012 (3.2.4)	Communications and Events Administrator	Inclusion in NHLI Newsletter within three months of appointment	Maximise start at NHLI, introduction to the Institute; feeling of belonging and value for the newcomer.	Feedback from Newcomers on contacts established.
		4.4.6.	Provide a tailored information pack; including NHLI-specific opportunities, NHLI training requirements, Institute Leads, etc	2012 (3.2.5.)	Divisional Managers, Research Managers, Institute Manager	2012: Draft and trial 2013: Rolled out to all new postdocs End 2014: Roll out to new academics and fellows	Maximise start at NHLI and understand NHLI requirements	Feedback from newcomers
		4.4.7.	New Scientist Day	2012 (3.2.2.); 2014	Communications and Events Administrator, Research Manager, Director of Research and Development, Line Managers and Heads of Section; MAC. SAT Lead for measure of Success (Charlotte Dean and Louise Fleming)	July 2012: Seminar Series set up July 2013: Evolved into 'New Scientist Day' following feedback 2014: Set-up of pre-event peer-networking	Make newcomers feel welcome and introduce them and their work to the Institute. Open up collaborations for new starters - meet other staff who may be in the same scientific/clinical area but not in the same Section; break down geographical and newcomer obstacles.	Feedback from Newcomers: New collaborations established; met others from different sections. Feedback forms from all attendees and speakers at the end of each one. Feedback 6-months later to see if anything came out of it and would they recommend to others. High attendance numbers and attendance from those outside of newcomer section and from outside NHLI
		4.4.8.	Establish a tracking database of newly appointed academics and career development fellows	2014	Communications and Events Administrator, Research Manager, Head of Research and Development	August 2013: Set up of database Ongoing as newcomers start	Ensure newcomers are engaging with opportunities offered to them, track promotion and career development progress, identify possible gender disparity in progress	No gender bias in career progression
4.5.	NHLI supports individuals returning from career breaks	4.5.1.	Sponsorship of two Daphne Jackson Fellowships for career re-entry	2014	Institute Manager, Research Manager, Institute Lead for Women	2014 Funding secured 2015 Recruitment	Increase applications from staff who want to return after a career break; increase NHLI profile as supportive of those returning after a career break	Increase in fellowship application from staff returning from career breaks
4.6.	NHLI provides mentoring for all its staff and students	4.6.1.	Mentoring workshops for mentees and mentors	2014	Communications and Events Administrator	March 2013: Mentoring workshops launch; ongoing twice yearly 2014: Establish six-month follow-up with mentee-mentor	Increased career guidance for staff, enhanced career progression	Increasing attendance at workshops; feedback from follow-up
		4.6.2.	Set up a database of mentors within NHLI	2012 (1.2)	Communications and Events Administrator	2013: Questionnaire of interest sent to all academics Database updated with new mentors following each workshop	Record all mentors within NHLI, ensure matching is efficient and mentors are not over-used	By end 2015, all requests for mentoring matched within 4 weeks

		4.6.3.	Mentoring opportunity advertised regularly and championed by SAT leads	2014	Communications and Events Administrator, Director of Postgraduate Studies, Institute Lead for Postdocs, Institute Lead for Women, MAC, Heads of Section, Head of Institute, Athena Leads (Claire Raphael and Neil Saad)	Ongoing	Enhanced publicity for scheme, increased engagement, more mentors	Increased uptake of initiative at all levels
		4.6.4.	Mentoring webpages linked with College mentoring website	2014	Communications and Events Administrator; College Learning and Development Centre	April 2014: Draft approved May 2014: Uploaded and live	Enhanced publicity for scheme, increased engagement	Increased uptake of initiative at all levels
		4.6.5.	Mentor profiles	2014	Communications and Events Administrator; Mentors	May 2014: Request for profiles from current mentors June 2014: Database updated	Increased engagement with the mentors and mentees	Increased uptake of initiative at all levels
		4.6.6.	Formalisation of mentor role for Postgraduate Research Students	2012 (2.1.)	Director of Postgraduate Studies; Research Manager	2013: PRES results indicated formalisation required June 2013: Periodic review identified confusion on the scheme 2014: Removal of compulsory component and merging into NHLI-wide mentoring scheme Action completed as mentoring now integral to NHLI at all levels	Increased career development and engagement with scheme	Merged into main mentoring initiative
		4.6.7.	Mentoring for Postdocs; database and data gathering, training day, mentor matching	2012 (3.1.1.)	Institute Lead for Postdocs, Postdoc committee; Postdoc Development Centre	Action merged into overall NHLI mentoring scheme		
		4.6.8.	Mentoring for senior academics (Reader and Professor)	2012 (3.1.2) & 2009 (3.1)	Institute Lead for Women; Research Manager	2012: Presented idea of cross Faculty programme to FoM management. Now other departments in FoM are offering mentoring we are able to widen mentor matching Action merged into overall NHLI mentoring scheme	Increased career development and engagement with scheme	Merged into main mentoring initiative
4.7.	NHLI seeks, encourages and supports women into leadership roles	4.7.1.	Encourage female staff to attend development programmes such as Springboard or the Senior Academic Development Programme; as well as more specific skills training sessions (e.g. Chairing meetings, etc)	2014	Institute Lead for Women, Heads of Section	Ongoing	Increased development opportunities for women	Uptake of different opportunities; long term improved career options for women
		4.7.2.	Ensure female staff are aware of College's Coaching Academy and encourage them to take up the opportunity when required	2014	Institute Lead for Women, Research Managers, Heads of Section, Staff Development Unit	2013 onwards; ongoing	Help women think through their options in relation to a range of situations they may be facing in the workplace.	Uptake of coaching

		4.7.3.	Review interest in a shadowing scheme; and design and set up the scheme	2014	Institute Lead for Women; SAT Lead; Learning and Development Centre	2015: Feasibility and interest assessment; including set up 2016: Launch scheme	Enable women to experience what a more senior role (to their current level) entails	Interest in scheme; followed by uptake when launched
4.8.	NHLI supports its postgraduate research community and their careers in science	4.8.1.	Tutor training to include 'Promoting Equality and Diversity' and 'Harassment – The Management Perspective'	2014	Director of Postgraduate Studies	2014	Increased ability to deal with issues raised	100% compliance
		4.8.2.	Year-2 inductions for research students; along with specific workshops for female research students to encourage retention in Science	2014	Director of Postgraduate Studies; Tutors; Research Manager; Student Committee	May 2014: Planning meeting July 2014: Trial 2015: Roll-out of initiative	Ensure that all research students have access to enough information to make informed career choices	Workshop attendance; survey of alumni's current employment
		4.8.3.	Open access to Research Student distribution lists to network, share reagents, techniques, etc	2012 (4.1.2.)	Communications and Events Administrator, Student Committee	2013 List opened	Increased collaborations and networking for research students	Use of distribution list by students
4.9.	NHLI supports its postdoctoral research community and their careers in science	4.9.1.	Creation and development of the Institute Lead for Postdocs role **  **First mentioned in 2012 application but not as an action	2012**	Head of Institute; Director of Research & Development	2011: Role created January 2012: Appointment of first Institute Lead for Postdocs	Provide postdocs with a Senior Academic to promote postdoctoral career development and identify issues specific to them within the Institute. The role is also a first port-of-call for postdocs who would like career advice and may not be sure where to direct their queries as well as ensuring two-way communication between postdocs and NHLI's Senior Management. The Institute Lead for Postdocs hosts the NHLI Postdoc Committee and ensures issues raised by either side are taken forward.	Postdocs contacting the Lead for advice. A record is being taken of those that have been in contact for advice. Postdoc Committee now meets regularly. Issues raised back to MAC and SAT
		4.9.2.	Open access to Postdoc distribution lists to network, share reagents, techniques, etc	2012 (4.1.2.)	Communications and Events Administrator, Postdoc Committee	2013 List opened	Increased collaborations and networking for postdocs	Use of distribution list by postdocs
		4.9.3.	Postdoc Induction Pack	2009 (4.1.1.)	Communications and Events Administrator, Postdoc Committee; SAT; Research Manager; Institute Lead for Postdocs	Completed - a comprehensive email is sent to all new postdocs within a month of their starting.	Engage with postdocs as soon as they start; build a picture of the department and encourage uptake of opportunities	Higher level of engagement with new postdocs, response to questionnaire within the pack; postdoc survey
		4.9.4.	Creation of a voluntary database to monitor Postdocs within the Institute and establish a picture of NHLI Postdoc backgrounds, qualifications, experience and aspirations.	2012 (1.1.)	Communications and Events Administrator, Research Manager, Institute Lead for Postdocs	May 2012: Creation and data gathering by questionnaire  Updated monthly as postdocs start	Build picture of NHLI Postdocs, identify candidates for fellowship applications; ensure PRDPs are undertaken	Response rate to questionnaire; identification of individuals for fellowships; successful fellowship applications
4.10.	NHLI enables scientific collaborations, networking and interactions	4.10.1.	Postdoc Day** **long-standing activity	2012 (4.1.5)	Institute Lead for Postdocs, Postdoc committee; Postdoc Development Centre; Head of Research and Development; Research Manager	2008: Launch  Ongoing every two years	Maximise networking, provide experience of presenting and chairing; career advice and mentoring	Increasing attendance; increase engagement from postdocs; event feedback

		4.10.2.	Postgraduate Research Day** **long-standing activity	2012 (4.1.4)	Director of Postgraduate Studies; Postgraduate Administrator; Research Manager	2007: Launch Ongoing yearly	Maximise networking, provide experience of presenting	Increasing attendance; event feedback
		4.10.3.	Research Away Day; Research Networking Events	2012 (4.1.3)	Head of Research and Development, Research Managers, Heads of Sections	November 2013: Vascular Away Day March 2014: Respiratory Away Day Ongoing	Maximise networking, provide a forum to discuss research strategy and open discussion with Senior Management	Increasing attendance; new collaborations; increased grant applications; event feedback
		4.10.4	Increase new media options for Postdocs and PGRs; e.g. Facebook, Twitter	2012 (4.1.1.)	Postdoc Committee; Student Committee; Communications and Events Administrator	Currently suspended due to low student and postdoc engagement	Increased networking and peer support	Currently suspended due to low student and postdoc engagement

#### Overarching Theme

#### 5. Flexible working and work-life balance

NHLI is supportive of flexible working and strives for its staff and students to enjoy a healthy work-life balance

Objective	Action	Action Plan	Responsibility	Timeline	Planned impact	Measure of success	
5.1. NHLI staff and students are aware of College's and NHLI's Flexible Working policy and request the opportunity when required	5.1.1.	Uptake of Flexible Working is reviewed regularly; set up of recording system	2012 (1.6.)	Institute Manager	2014: Seek best way of recording data end 2014: Recording system in place	Ensure Flexible Working is available throughout NHLI regardless of section and local management	Low level of refusal of flexible working. High satisfaction rate from Staff Survey regarding flexible working
	5.1.2.	Flexible Working Examples - Case Studies	2014	SAT, Heads of Section	February 2014: Capture of one case study per section July 2014: Promotion of case studies within the Athena section of the NHLI Newsletter	Ensure everyone can identify with a local case study within their section, with various backgrounds, stages of careers, etc. Understand practical examples of how flexible working can be taken and work to everyone's advantage.	Better understanding of flexible working and how it can be achieved. Continued or increased high level of satisfaction with provision of flexible working in staff surveys.
	5.1.3.	Regular reminders of opportunities, guidance, NHLI and College procedures for flexible working	2014	Communications and Events Administrator, Institute Manager	February 2014: NHLI Newsletter reminder Regular reminders along with other HR opportunities twice a year	This action will promote better understanding of flexible working, the availability of options and how to discuss these.	Feedback from survey
5.2. NHLI supports those returning from parental leave	5.2.1.	Eligible staff are targeted and support to apply for Elsie Widdowson Fellowships	2009 (5.1.)	Heads of Section, Section Administrators, Institute Lead for Women	2009: First NHLI application put forward - awarded Ongoing	Support for women returning from parental leave	All eligible staff have successfully applied and been awarded the fellowship

5.3.	NHLI supports junior staff with caring responsibilities in attending conferences	5.3.1.	NHLI Foundation Postdoc Travel awards to include extra funds to cover caring responsibilities	2009 (5.3.)	Communications and Events Administrator, Institute Lead for Postdocs, Postdoc Development Centre, Postdoc Committee	Action completed - these are now integral to the awards	Junior staff with caring responsibilities are able to attend conferences and meetings they might not have been able to	100% Success rate for those applying Increased application rate
5.4.	NHLI provides a network of peer support to those with personal responsibilities	5.4.1.	Parent and Carer Network (linked with 2.11.1.)	2014	SAT Lead (Mark Paul-Clark)	2014: SAT Lead to investigate interest in such a network and implications for confidentiality and time commitments 2015: Launch of initiative if there is positive feedback	Provide a network and peer-support for staff with caring responsibilities	Uptake of the initiative. Long term: increase in applications from those with caring responsibilities
		5.4.2.	Encourage College Maternity buddy scheme	2014	Communications and Events Administrator, Section Administrators	2014: Launch of College scheme and promotion within NHLI Newsletter	Ensure staff are aware of and take part in the scheme	Staff are aware of the opportunity and take it up if desired.

#### Overarching Theme

#### 6. Baseline Data and Supporting Evidence

NHLI must collate, review and analyse data regularly to ensure the effectiveness of its Action Plan and the impact of its work

Objective	Action	Action Plan	Responsibility	Timeline	Planned impact	Measure of success
6.1. NHLI keeps abreast of issues and good practice occurring throughout the Institute and identifies the barriers to women in academia; generally and specifically to NHLI	6.1.1. Staff Surveys	2012 (1.3)	Head of Institute, Institute Manager, SAT, Communications and Events Manager, College HR	We aimed to launch an Institute-wide survey in Spring 2013. Following advice from College, we waited until the College survey, undertaken in Spring 2014. Results from this survey will be available by Summer 2014 and discussed at the HoI Open Meetings; SAT and MAC. To avoid Survey fatigue, analysis of the latest survey data will inform how frequently we hold these Institute-wide surveys	Regular feedback from NHLI staff regarding the Institute; informing future workshops; identifying issues and good practice; identifying successes against Action Plans	Higher response rate to the survey: NHLI's response rate in 2011 was just under 40% and was 48% in spring 2014. Improvement in areas identified as requiring it: data from spring 2014 will be released by summer 2014.
	6.1.2. Review cases of bullying, harassment, discrimination	2012 (1.5)	Head of Institute	The Institute Manager, HR and Head of Institute continue to review cases but the Action to provide feedback to SAT has been discontinued for reasons of confidentiality.	The action was to help SAT identify issues that might affect the Institute as a whole but cases are individual and information on the Institute as a whole is obtained via the Staff Surveys	N/A Discontinued

		6.1.3.	Regular information gathering workshops with all NHLI staff and students; including female-specific workshops	2012 (1.4)	Institute Lead for Women, Communications and Events Administrator, Research Manager, College Learning and Development Centre	January 2009 - Initial workshops for 2009 application March 2012 - Workshops for 2012 application September 2013 - Female specific workshops April 2014 - Addition of workshops as an Action Plan item we measure ourselves against. Plan to host them every 18-24 months	Regular feedback from NHLI students and staff regarding the Institute; informing future workshops; identifying issues and good practice; identifying successes against Action Plans. Networking for those attending. Staff contributing to the Institute's development	Increased attendance at workshops. Identification of further issues. Identification of good practice which could be rolled out Institute-wide
		6.1.4.	Survey to Athena workshop attendees	2014	College Learning and Development Centre, Communications and Events Administrator	March 2014 - First survey sent to September 2013 Participants Surveys sent six months following each workshop	Receive further feedback from participants, identify reach of Athena communications and Actions undertaken following feedback from the workshops; raise level of engagement with Athena.	Increased response rate to the survey as well as increased positive responses to questions  March 2014 responses indicated that: 75% would attend further workshops 82% would recommend to others to attend future workshops 100% of participants felt they were able to express their views during the workshop 40% only of participants felt that feedback from the workshop had been acted upon 80% of participants thought that feedback from the workshop will be acted upon
		6.1.5.	Provide direct feedback to workshop participants in discussions and Actions being taken following the workshop	2014	College Learning and Development Centre, Communications and Events Administrator	Ideally within two weeks of each workshop.	Action created following feedback from 1.2.2. Although feedback is disseminated through the NHLI Newsletter and Management Advisory Committee, it had not yet reached all the workshop participants. Ensure participants remain engaged and see the immediate benefits of their attendance	Repeat attendance of staff and students at regular workshops.
6.2.	NHLI regularly reviews the effectiveness of its initiatives and events	6.2.1.	Initiatives and events are actively reviewed on a regular basis to ensure goals are being achieved.	2014	Communications and Events Administrator, Research Manager, Head of Institute, SAT	November 2013: First formal survey sent to those attending Vascular Away Day  Going forward, initiatives will be reviewed on a regular basis to ensure maximal effectiveness	Targeted information regarding the success of events and their reach	Staff and students are engaged with all initiatives and provide feedback for improvement. Less successful initiatives have data to support how to improve; or alternatively discontinue the initiative
6.3.	NHLI seeks advice from other organisations and keeps up-to-date with national and international policies and initiatives	6.3.1.	Discussion and networking with organisations outside of NHLI (other Imperial departments, UK medical departments, SWAN network)	2014	SAT, Institute Lead for Women; Communications and Events Administrator, Research Manager	2014: Dissemination of information to SAT April 2014: SAT Lead (Anna Randi) for gathering of information from non-science organisations  Ongoing	SAT Learns good practice from other organisations e.g. business; to, increase pool of speakers for Women's series, encourages alternative viewpoints	Alternative ideas to improve women's careers in NHLI

		6.3.2.	Attendance at gender equality conferences and networking events	2014	SAT, Institute Lead for Women; Communications and Events Administrator, Research Manager	2014: Identification of conferences and SAT members to attend	SAT Learns good practice from other organisations, increase pool of speakers for Women's series, encourages alternative viewpoints	Alternative ideas to improve women's careers in NHLI; SAT keeps up-to-date with national and international policies
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